

# Training Services Manual 2004– 2005



**Diagnostic Center, Central CA**

**1818 W. Ashlan**

**Fresno, CA 93705**

**(559) 445-5982**

**[www.dcc-cde.ca.gov](http://www.dcc-cde.ca.gov)**

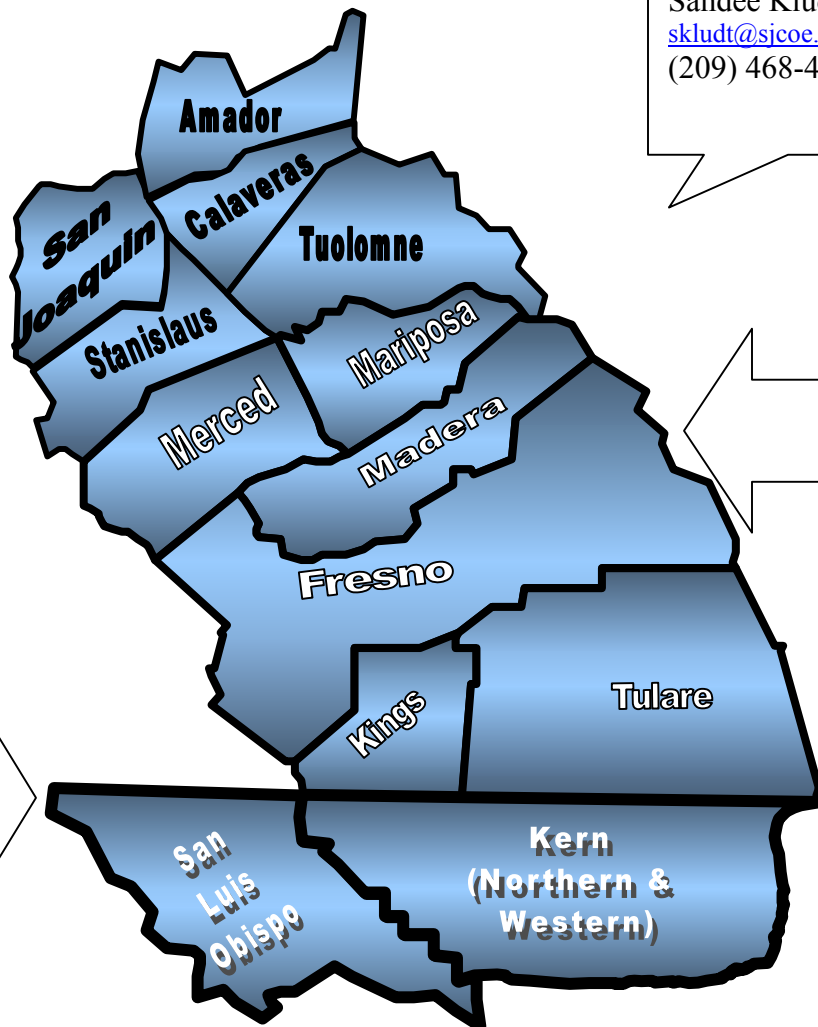


The California Department of Education's Diagnostic Centers are located in Fresno, Fremont, and Los Angeles. In addition to our widely known assessment services, the three Diagnostic Centers are pleased to offer staff development and training services to California's school districts, SELPAs, and county offices of education. Statewide, each Center offers training in:

- **Literacy**
- **Positive Behavior Supports**
- **Autism**
- **Curriculum and Instruction**

Each Center also offers a menu of training topics that vary according to regional needs and to the expertise and interests of staff available at each site.

## Diagnostic Center, Central California Service Area



### **RCC Region 6**

Contact Person:  
Sandee Kludt  
[skludt@sjcoe.net](mailto:skludt@sjcoe.net)  
(209) 468-4925

### **RCC Region 7**

Contact Person:  
Camille May  
[camillemay@maderacoe.k12.ca.us](mailto:camillemay@maderacoe.k12.ca.us)  
(559) 662-4682

### **RCC Region 8**

Contact Persons:

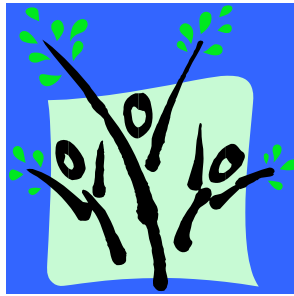
North:

Darleen Jehnsen  
[dajehnsen@kern.org](mailto:dajehnsen@kern.org)

Sandy Jackson  
[sajackson@kern.org](mailto:sajackson@kern.org)  
(661) 636-4801

West:

Anne Davies  
[adavies@slococoe.org](mailto:adavies@slococoe.org)  
(805) 782-7306



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# TRAINING SERVICES OVERVIEW

The Diagnostic Center, Central California (DCC) offers staff development to local education agencies and families. A wide range of topics are available based on assessed statewide and local needs, current developments in education, and the expertise and interests of the Diagnostic Center staff. The presenters are experienced practitioners who offer current, research-based information and practical skills. Trainings are available throughout the year and in various formats including:

- ❖ **Half-day and full-day sessions:** Half-day sessions are 2 to 3 ½ hours in length. Full-day sessions are typically 6 hours in length and include a lunch that is served on-site. Special arrangements may be made to provide Saturday sessions.

A “**Certificate of Completion**” is available to participants. This may be used to document professional development hours to meet LEA requirements or applied towards the credential requirements for Educational Specialist Level II non-university activities, upon university approval. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

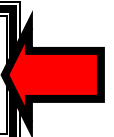
**There is no cost for our training service.** Trainings are available on a “first come, first served” basis. LEA’s have the responsibility for costs involved with duplication of handout materials, securing the training site, advertising the training, providing refreshments and other like costs. We recommend that the sponsoring agency takes measures to ensure that parents, general education staff, and when appropriate, other agency staff (e.g., Regional Center, County Mental Health, etc.), are invited to attend a scheduled training.

- ❖ **Comprehensive training and technical assistance projects:** These projects are individually designed to meet specific school, classroom and staff needs. Projects provide in-depth content and instructional skill development. Projects typically include up to 5 service days that may be interspersed over a period of weeks or months. Project components are identified by DCC and the receiving district and may include:



- ◆ In-depth content training through half or full day presentations or 1-2 hour staff training.
- ◆ On-site consultation
- ◆ Evaluation and planning sessions with teachers and administrators
- ◆ Demonstration teaching, including videotaped sessions
- ◆ Observations of classroom teaching and feedback sessions
- ◆ Problem-solving/coaching sessions
- ◆ Data analysis, discussion, and development of classroom and/or school-based evaluation and planning models

**Current projects focus on literacy, autism, and positive behavioral supports. Projects are available on a limited basis. Ideally, the planning process with the local district or school site begins in the Spring prior to the year of implementation.**



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## LIST OF TRAINING TOPICS

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**(Full Day trainings are highlighted)**

### LITERACY:

- ♦ L.1 Best Practices in Early Literacy
- ♦ L.2 Beginning Reading: A Strategic Start
- ♦ L.3 Moving Ahead: Building Competent Readers
- ♦ L.4 Grabbing the Meaning: Developing Comprehension
- ♦ L.5 S.O.S.: Supporting Older, Struggling Readers
- ♦ L.6 Fluency Matters
- ♦ L.7 TWIST: Targeted Writing Instructional Strategies for Teachers .....(new)

### BEHAVIOR AND SOCIAL SKILLS:

Developing Behavior Support for All Students – three strand series for **certificated staff** .....(new)

- ♦ B.1 Stand 1: Behavior Supports – The Basics!
- ♦ B.2 Strand II: I Know the What and the Why ...Now I Need the How and the When!!  
(focus on ADHD, LD, and “at risk”)
- ♦ B.3 Strand III: I Know the What and the Why ...Now I Need the How and the When!!  
(focus on autistic, severely disabled and non-verbal)

Developing Behavior Support: **Paraprofessional Series** .....(new)

- ♦ B.4 Strand I: Behavior Support: The Basics a Paraprofessional Show Know!
- ♦ B.5 Strand II: I Know the What and the Why ...Now I Need the How and the When!!  
(focus on ADHD, LD, and “at risk”)
- ♦ B.6 Strand III: I Know the What and the Why ...Now I Need the How and the When!!  
(focus on autistic, severely disabled and non-verbal)
- ♦ B.7 Anger Management
- ♦ B.8 Beyond “Please and “Thank You:” Developing Social Skills in the Classroom

### STRATEGIES & INTERVENTIONS:

- ♦ S.1 Powerful Strategies for Increasing Students’ Vocabulary and Narrative Comprehension Skills
- ♦ S.2 Homework: “Do I Have To?” ... Best Practices to Promote Quality Time ..... (new)
- ♦ S.3 Interactive Learning Strategies ..... (new)
- ♦ S.4 Helping Students Learn About How They Learn, Session 1 .....(new)
- ♦ S.5 Helping Students Learn About How They Learn, Session 2 ..... (new)

### AUTISM:

- ♦ A.1 Meeting the Communication Needs of Nonverbal Students
- ♦ A.2 Meeting the Communication Needs of Verbal Students
- ♦ A.3 Meeting the Sensory Needs of Students With Autism
- ♦ A.4 Developing Social Skills in Students With Autism
- ♦ A.5 Developing Social Skills in High Functioning Students
- ♦ A.6 Asperger’s Syndrome: Understanding and Supporting School-age Students
- ♦ A.7 Tips for 1-1 Paraprofessionals

## **SPECIALIZED TOPICS:**

- ◆ ST.1 DSM-IV-TR Diagnoses and the Special Education Process
- ◆ ST.2 Attention Deficit Disorders: Why Are They “All of a Sudden” Receiving So Much Attention? Part 1
- ◆ ST.3 Attention Deficit Disorders: Why Are They “All of a Sudden” Receiving So Much Attention? Part 2
- ◆ ST.4 Emotional Intelligence: What Is It? Why Is It So Important? How Do We Help Students Develop It?
- ◆ ST.5 Creating Positive Learning Environments: Fostering Inclusion
- ◆ ST.6 Understanding and Helping the Student With Tourette’s Syndrome: What Teachers Need to Know
- ◆ ST.7 Assessment Approaches and Tools for Preschool Programs, Session 1 .....(new)
- ◆ ST.8 Assessment Approaches and Tools for Preschool Programs, Session 2 .....(new)

## **SPEECH AND LANGUAGE:**

- ◆ LS.1 Active Listening for Active Learning .....(new)
- ◆ LS.2 Listening, Language and Learning .....(new)
- ◆ LS.3 Making Speech-Language Therapy Curriculum Relevant for School Speech-Language Pathologists .....(new)
- ◆ LS.4 The Speech/Language Literacy Connection..... (new)

## **MEDICAL ISSUES:**

ASK THE DOCTOR: Hot Topics in Medication for Children .....(new)

Dr. Deborah Stewart is a pediatrician on staff at the Diagnostic Center, Central California in Fresno.  
Dr. Stewart will present monthly seminars on specific dates at the Diagnostic Center from 4:00 to 5:30 PM.  
Registration forms enclosed.

The series of seminars presented on specific dates at the Diagnostic Center, Central California each month from 4:00 to 5:30 P.M. are as follows:

- |                             |  |
|-----------------------------|--|
| ◆ <b>September 16, 2004</b> | Kids and Medication: Understanding the Medications Our Children Are Taking   |
| ◆ <b>October 21, 2004</b>   | Medications and Autism: Current Status                                       |
| ◆ <b>November 18, 2004</b>  | Child Abuse and Neglect: Effect on School Performance                        |
| ◆ <b>December 16, 2004</b>  | Medical Management of Aggressive Behavior                                    |
| ◆ <b>January 20, 2005</b>   | Kids and Prozac: What’s the Real Story?                                      |
| ◆ <b>February 17, 2005</b>  | Recognizing Common Genetic Syndromes and Their Implications in the Classroom |
| ◆ <b>March 17, 2005</b>     | Drugs and Alcohol: The Parents and the Kids                                  |
| ◆ <b>April 21, 2005</b>     | Medical Management of ADHD: Progress and Controversy                         |
| ◆ <b>May 19, 2005</b>       | Traumatic Brain Injury in Childhood: How It Manifests in School Performance  |

**\*\* Videoconferencing available upon district/SELPA request**

## **DCC PRESENTERS**

**CAROLE BENCE, M.A., EDUCATION SPECIALIST**

**JODIE DITTMAR, M.S., EDUCATION SPECIALIST**

**KAY HAMILTON, B.A., SPEECH PATHOLOGIST**

**LARRY HUGHES, PH.D., LICENSED PSYCHOLOGIST**

**RITA HUMPHREYS, PH.D., SPEECH PATHOLOGIST**

**MELANIE JOHNSON, M.A., EDUCATION SPECIALIST**

**JANE KETCHAM, M.A., EDUCATION SPECIALIST**

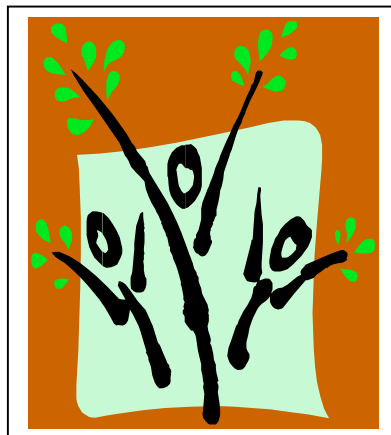
**JOHN M. KOTLER, PH.D., CLINICAL PSYCHOLOGIST**

**BEV LONG, M.A., C.C.C., SPEECH PATHOLOGIST  
& EDUCATION SPECIALIST**

**MELISSA MILLER, M.S., SCHOOL PSYCHOLOGIST**

**IRENE NYSTROM, PH.D., SCHOOL PSYCHOLOGIST**

**DEBORAH STEWART, M.D., PEDIATRICIAN**



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# LITERACY

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## **L.1 Best Practices in Early Literacy** **Kay Hamilton and/or Bev Long**

Length: 3 ½ hours

This presentation is designed to provide a solid overview of the research-based “best practices” in early literacy for the preschool aged child. The focus will be on developing:

- ◆ Oral language skills
- ◆ Phonological awareness
- ◆ Print concepts
- ◆ Letter knowledge
- ◆ Appreciation for “literate forms”

## **L.2 Beginning Reading: A Strategic Start** **Jane Ketcham and/or Bev Long**

Length: 6 hours

This workshop is designed to provide the participants with a solid grounding in the absolute essentials required for teaching beginning readers. The information will be appropriate for teachers of primary aged students (grades K-2), and for those teaching beginning readers in grades 3-6. Topics include the following:

- ◆ Phonological awareness
- ◆ Letter-sound associations
- ◆ Beginning decoding
- ◆ Decodable texts
- ◆ Technology to amplify instruction

## **L.3 Moving Ahead: Building Competent Readers** **Jane Ketcham and/or Bev Long**

Length: 6 hours

This workshop is designed to build on the essentials covered in “Beginning Reading: A Strategic Start.” The information will be most appropriate for teachers with students in grades 3-6 who have achieved a reading level of at least 2<sup>nd</sup> grade.

- ◆ Extending phonological awareness
- ◆ Complex decoding
- ◆ Fluency building
- ◆ Rapid automatic recall
- ◆ Word study



# LITERACY



## **L.4 Grabbing the Meaning: Developing Comprehension** Jane Ketcham and/or Bev Long

Length: 6 hours

This workshop is designed to cover the range of powerful strategies to assist students in grades K-12 to develop reading comprehension skills. The following topics are covered:

- ◆ Vocabulary development
- ◆ Effective comprehension strategies
- ◆ Comprehension routines
- ◆ Graphic organizers

## **L.5 SOS: Supporting Older, Struggling Readers** Jane Ketcham and/or Bev Long

Length: 6 hours

This workshop is designed to meet the needs of teachers who are working with students in grades 4-12 who are reading at the 1<sup>st</sup> to 4<sup>th</sup> grade levels. The following topics are included:

- ◆ Decoding
- ◆ Fluency
- ◆ Vocabulary and word study
- ◆ Comprehension

## **L.6 Fluency Matters** Jane Ketcham

Length: 3 ½ hours

This presentation is designed to present the research basis for the importance of fluency at all levels of reading instruction. Participants will learn why fluency practice at the levels of phonemic awareness, sound-symbol correspondence, nonsense syllable reading, single word reading and text reading are all essential for achieving reading competence. Participants will learn how to set fluency goals and systematically work to meet them.

## **L.7 TWIST: Targeted Writing Instructional Strategies for Teachers** Bev Long and Melanie Johnson

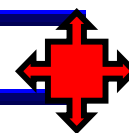
Length: 3 ½ hours



**NEW**

This inservice is designed for Resource Specialists and Special Day Class teachers whose students are beginning writers in grades 3-12. Teachers will be introduced to powerful remedial strategies that help develop basic sentence composition and paragraph writing skills.

# BEHAVIOR AND SOCIAL SKILLS



## Developing Behavior Support For All Students – (three strand series) Jodie Dittmar and/or Melissa Miller

NEW

This set of inservices consists of three strands. A number of methods to facilitate the creation of positive learning environments for diverse learners will be introduced. Participants will learn about interactive and inclusive strategies that have been classroom tested and supported by research. Whole class positive behavior supports will be included as well as individual supports, tips and idea sharing. Participants will also devise methods to use within their own classrooms to increase student success, decrease disruptive behaviors, and provide a basis for ongoing IEP and behavior decisions.



### **B.1 Strand I: Behavior Support – The Basics!!**

Length: 6 hours

The specific focus for this strand will be developing positive and effective Behavior Support Plans (BSPs) for students of varying ages and disabilities. The following topics will be included:

- ◆ Basic review of philosophies and legal requirements of behavior support under IDEA and 504
- ◆ The value of gathering behavioral data (Functional Behavior Assessment)
- ◆ Behavior Support Plans that work (and some that don't)
- ◆ Using a rubric to evaluate the quality of a Behavior Support Plan
- ◆ Timesaving, practical methods to gather data, direct students, and reinforce behavior



### **B.2 Strand II: I Know the What and the Why... Now I Need the How and the When!!**

Length: 3 ½ hours

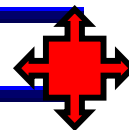
Prerequisite: Strand I, or comparable Behavior Support Plan training/experience

Often school staff identifies specific supports they would like to develop to assist struggling students improve their behaviors. However, in the midst of academic instruction, testing, and the many activities that must fit into the school day, they find it difficult to incorporate. This interactive inservice will focus on tips for helping all students in multi-level, multi-need classrooms using time efficient methods and techniques. Focused attention will be given for students with ADHD, learning disabilities, and “at risk” emotional, behavioral, and social skill needs who are served within the resource specialist or general education classroom settings.

Topics will include:

- ◆ Visual cues
- ◆ Visual schedules
- ◆ Sensory and active awareness activities
- ◆ Assignment accommodations
- ◆ Organizational systems
- ◆ Time effective reinforcement and data gathering systems

# BEHAVIOR AND SOCIAL SKILLS



## **B.3** Strand III: I Know the What and the Why .... Now I Need the How and the When!!

Length: 3 ½ hours



Prerequisite: Strand I, or comparable Behavior Support Plan training/experience

This inservice will focus on proactive, time effective tips for helping students with more intensive needs. Strategies for students identified as autistic, severely disabled, and non-verbal will be targeted. Topics will include:

- ◆ Visual cues
- ◆ Visual schedules
- ◆ Environmental accommodations
- ◆ Instructional and student work accommodations
- ◆ Convenient behavioral reinforcers
- ◆ Time effective data systems

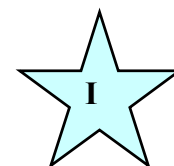
This interactive inservice will feature minimal review and examples of effective individual behavior support methods (visual cues, organizers, data charts, reinforcers, etc.). Primary activities will focus on participant interaction, brainstorming, etc., followed by hands-on, make it-take it development time.

## **Developing Behavior Support: Paraprofessional Series** **Jodie Dittmar**



## **B.4** Strand I: Behavior Support – The Basics A Paraprofessional Should Know!!

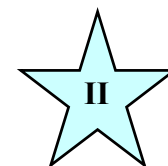
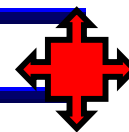
Length: 3 ½ hours



The specific focus for this foundational strand will be understanding effective behavior support and developing Positive Behavior Support for students of varying ages and disabilities. Topics will include:

- ◆ Basic review of effective Functional Behavioral Assessment and Behavior Support Plans (requirements, philosophy, and samples)
- ◆ Proactive vs. reactive strategies: timesaving, practical methods to direct students and reinforce behaviors
- ◆ General accommodations for students with various disabilities
- ◆ Tips for the 1:1 paraprofessional
- ◆ Communication and Collaboration Issues

# BEHAVIOR AND SOCIAL SKILLS



## **B.5** Strand II: I Know the What and the Why... Now I Need the How and the When!!

Length: 3 ½ hours

Prerequisite: Strand I, or comparable Behavior Support Plan training/experience

Often school staff identifies specific supports they would like to develop to assist struggling students improve their behaviors. However, in the midst of academic instruction, testing, and the many activities that must fit into the school day, they find it difficult to incorporate. This interactive inservice will focus on tips for helping all students in multi-level, multi-need classrooms using time efficient methods and techniques. Focused attention will be given for students with ADHD, learning disabilities, and “at risk” emotional, behavioral, and social skill needs who are served within the resource specialist or general education classroom settings. Topics will include:

- ◆ Visual cues and visual schedules
- ◆ Sensory and active awareness activities
- ◆ Assignment accommodations
- ◆ Organizational systems
- ◆ Time effective reinforcement and data gathering systems

## **B.6** Strand III: I Know the What and the Why .... Now I Need the How and the When!!

Length: 3 ½ hours

Prerequisite: Strand I, or comparable Behavior Support Plan training/experience

This inservice will focus on proactive, time effective tips for helping students with more intensive needs. Strategies for students identified as autistic, severely disabled, and non-verbal will be targeted. Topics will include:

- ◆ Visual cues and visual schedules
- ◆ Environmental, instructional and student work accommodations
- ◆ Convenient behavioral reinforcers
- ◆ Time effective data systems



This interactive inservice will feature minimal review and examples of effective individual behavior support methods (visual cues, organizers, data charts, reinforcers, etc.). Primary activities will focus on participant interaction, brainstorming, etc., followed by hands-on, make it-take it development time.

## **B.7** Anger Management John M. Kotler, Ph.D.

Length: 3 hours

This presentation provides participants with an overview of proven techniques and resources for training students to effectively manage their own anger responses. The workshop is designed for classroom teachers, school psychologists, counselors, and other school professionals who are likely to be involved in providing 1:1 and/or small group counseling to students who have difficulty managing their anger.

**B.8** **Beyond “Please” and “Thank you”**  
**Developing Social Skills in the Classroom**  
Bev Long

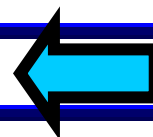
Length: 3 hours

This inservice presents an overview of social skill development in school aged students (K-8). Informal and formal interventions are presented that are appropriate for use in both special day and general education classes. A model for developing a social skills training group is also presented. **Note:** A full-day inservice is also available. Case studies will be reviewed during the afternoon, followed by opportunities for participants to develop a social skills curriculum for their students.

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## **STRATEGIES & INTERVENTIONS**

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**S.1** **Powerful Strategies for Increasing**  
**Students’ Vocabulary and Narrative**  
**Comprehension Skills**  
Kay Hamilton

Length: 3 ½ hours

This presentation specifically addresses strategies to increase oral language abilities and reading comprehension. The participants will gain an in-depth understanding of the language embedded in narrative texts and learn methods to facilitate student comprehension of that content. The presentation will include (1) “Story Boxes,” (2) story character and key concept icons, (3) story “dissections,” and (4) retelling prompts.



**S.2** **Homework: “Do I Have To?” . . .**  
**Best Practices to Promote Quality Time**  
Jodie Dittmar and John M. Kotler, Ph.D.

Length: 3 hours

This presentation will focus on best practices to ensure that homework will be meaningful, productive, and a positive experience for students, parents, and educators. Accommodations and compliance issues for students with special needs will be addressed. This workshop is designed for parents and educators, and can be tailored to meet the specific needs of various audiences.

**S.3** **Interactive Learning Strategies**  
Carole Bence

Length: 3 ½ hours

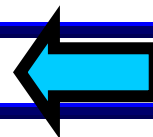


Providing engaging, motivational instruction that facilitates mastery and retention is a challenge! This workshop presents research-based strategies that can be utilized by teachers for all populations (including adults). Participants will engage in interactive learning strategies and gather a wealth of ideas to teach diverse populations and instructional content. Prepare to enjoy learning!

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## STRATEGIES & INTERVENTIONS

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### Helping Students Learn About How They Learn

Jane Ketcham & Irene Nystrom, Ph.D.

Length: 3 hours each



**S. 4** Session 1

**S. 5** Session 2

Most students acquire a capacity for “metacognitive” thinking beginning around 9 to 10 years of age. However, not all students fully develop this capacity by learning how to think about problems, what strategies to apply to solve particular problems, and how to self-monitor and regulate their learning. Much can be gained in student achievement and satisfaction when students learn about how they learn. This presentation is designed as a two-part workshop, ideally with a month between sessions. Between sessions, participants will complete an assignment to practice skills learned in Part 1, which will be reviewed in Part 2.

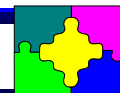
This two-part workshop will provide strategies that teachers can use to help students in grades 3-12 to:

- ♦ discover and understand their own unique learning processes,
- ♦ develop an understanding of their individual strengths and weaknesses,
- ♦ learn how they can compensate for and decrease learning weaknesses, and
- ♦ learn how they can use their strengths to achieve goals.

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## AUTISM

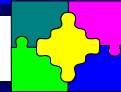
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### **A.1** Meeting the Communication Needs Of Nonverbal Students Bev Long

Length: 6 hours

This inservice is designed to provide a range of best practice techniques for meeting the communication needs of nonverbal students with autism. Both low and high tech options will be covered. The emphasis will be on how to create an environment that provides opportunities for students to learn and demonstrate communicative intent.



**A.2 Meeting the Communication Needs  
Of Verbal Students**  
Bev Long

Length: 6 hours

Verbal students with autism have very real communication needs. The workshop will identify the principles involved in meeting the communication needs of these students. Participants will learn the most powerful techniques and interventions for supporting the minimally verbal student to those with Asperger's Syndrome.

**A.3 Meeting the Sensory Needs  
Of Students with Autism**  
Bev Long

Length: 6 hours

What are the sensory and motor needs of students with autism? How do you know the needs of individual students? How do you meet those needs in a classroom environment? This workshop will provide answers to these questions. Participants will learn which materials, strategies and supports are the most powerful and effective. This inservice is appropriate for teachers of both low and high functioning students with autism.

**A.4 Developing Social Skills in  
Students with Autism**  
Bev Long

Length: 6 hours

This training will focus on best practices for developing social skills and relationship awareness in students who are on the Autistic Spectrum. It will cover the needs of students of all ages and ability levels who are non-verbal or minimally verbal. This inservice will NOT focus on high functioning students.

**A.5 Developing Social Skills in  
High Functioning Students**  
Bev Long

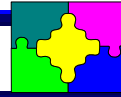
Length: 6 hours

This workshop will focus on the social and relationship needs of high functioning verbal students with Autism and Asperger's Syndrome. Participants will learn which programs, techniques and supports are most powerful. This inservice will NOT cover the needs of non-verbal or minimally verbal students.

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# AUTISM

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**A.6 Asperger's Syndrome:  
Understanding and Supporting  
School-Aged Students  
Bev Long**

Length: 6 hours

This inservice is designed to provide a framework for understanding and supporting students with Asperger's syndrome. This increasingly identified population of unique and challenging students requires well-conceived interventions and supports. It is critical that professionals and parents recognize that meeting the needs of these students begins with an understanding of the world from their perspective. The goal of the presenter is to share practical information and strategies that will assist participants in serving these students.

**A.7 Tips for 1-1 Paraprofessionals  
Bev Long**

Length: 3 hours

Paraprofessionals will learn practical, solid strategies and interventions needed to be an outstanding one-on-one support for a student on the Autistic Spectrum. They will learn how to provide appropriate structure, language, academic and behavioral supports to meet the needs of their students.

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## SPECIALIZED TOPICS

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**ST.1 DSM-IV-TR Diagnoses and the  
Special Education Process  
Larry Hughes, Ph. D.**

Length: 3 hours

This workshop will present an overview of information to clarify the role of the DSM-IV in the special education process. The 16+ major diagnostic classes in the DSM-IV-TR and the 13 IDEA disability categories will be reviewed with a focus on comparing and contrasting these different methods of labeling children. The workshop will address the following questions: What determines a child's IDEA disability designation? Who makes a DSM-IV diagnosis? When is a DSM-IV diagnosis necessary? What does the DSM-IV-TR say about emotional disturbance? How do ADHD, Asperger's, Tourette's, etc. determine a student's eligibility for special education and related services?





**ST.2**   **Attention Deficit Disorders:  
Why Are They “All of a Sudden” Receiving  
So Much Attention? Part I**  
John M. Kotler, Ph.D.

Length: 2 hours

This ADD/ADHD inservice package is intended for a *general audience* including parents, school staff and paraprofessionals who want to update their knowledge in this rapidly changing field. Using video clips, overhead charts and lecture materials, this presentation incorporates the latest information available regarding the causes; prevalence and course of attention deficit disorders; diagnostic methods and controversies; gender-specific characteristics; medications and known side-effects; and effective non-medical treatments and intervention approaches.

**ST.3**   **Attention Deficit Disorders:  
Why Are They “All of a Sudden” Receiving  
So Much Attention? Part II**  
John M. Kotler, Ph.D.

Length: 2 hours

The emphasis of this presentation is upon recognition of both ADD/ADHD specific obstacles to effective learning, as well as other learning disabilities that commonly co-occur with ADD/ADHD. A three-part approach to intervention will be presented: (1) identifying and addressing “core” learning obstacles in the child with ADD/ADHD, (2) developing structures both at school and at home that either remediate or compensate for these core deficits, and (3) addressing emotional, motivational and behavioral issues that have an impact upon learning.

**ST.4**   **Emotional Intelligence:  
What is it, Why is it Important, and  
How Do We Help Students Develop It?**  
John M. Kotler, Ph.D.

Length: 2 hours

This training presents current research that shows the important relationship between our students’ “emotional intelligence” (E.Q.) and a variety of important educational and social-emotional developmental outcomes. For many students, the presence (or absence) of E.Q. skills is more predictive than I.Q. of future success or failure. This inservice presents the “core” components of “emotional intelligence.” In addition, it provides suggested activities for classroom teachers and school counselors who are interested in helping their students cultivate these skills.

## SPECIALIZED TOPICS



**ST.5** **Creating Positive Learning Environments:  
Fostering Inclusion**  
Bev Long

Length: 3½ hours

This inservice will suggest a number of methods to facilitate the creation of positive learning environments for diverse learners. Participants will learn about interactive and inclusive strategies that have been classroom tested and supported by research.

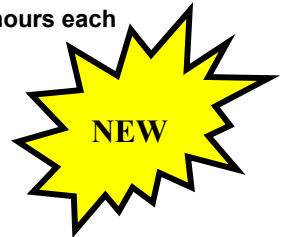
**ST.6** **Understanding and Helping the Student  
With Tourette's Syndrome: What Teachers  
Need to Know**  
John M. Kotler, Ph.D.

Length: 2 hours

This training covers the most common educational, behavioral and social-emotional features associated with Tourette's Syndrome and provides suggestions to teachers for helping the students in all of these areas.

**Assessment Approaches and Tools  
for Preschool Programs Sessions 1 & 2**  
Irene Nystrom, Ph.D. & Carole Bence

Length: 3 hours each



**ST.7** – Session 1

**ST.8** – Session 2

Through videotape, demonstrations and discussion, participants will learn about reliable approaches for assessing cognitive skills, social-affective development, and learning strengths/weaknesses of children three to seven years of age. Play-based assessment will be emphasized as a process for daily recording of young children's behaviors and what these behaviors mean in terms of early childhood development, curricula and instructional planning.

The workshop consists of two sessions, with the first one focusing on the growth of knowledge and assessment skills for participants. Participants will be given a task to complete during the 4-5 week interim between sessions. The task will reinforce their acquisition of knowledge and skills. The second session will focus on the participants' assignments, as well as (1) the identification of an essential framework for conducting assessments for young children, and (2) the next steps participants should take for acquiring greater competencies in the area of early childhood assessment.

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## LANGUAGE AND SPEECH

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**SL.1 Active Listening for Active Learning**  
**Rita Humphreys, Ph.D.**

Length: 3 ½ hours

This presentation includes current models of auditory processing difficulties, assessment, remediation, and classroom-based strategies. It is designed for teachers, speech-language pathologists, and interested others.



**SL.2 Listening, Language and Learning**  
**Rita Humphreys, Ph.D.**

Length: 3 ½ hours

This presentation reviews the impact of auditory processing on language development and academic progress, ways to identify auditory processing delays, and strategies for all aspects of learning. The workshop is designed for teachers, speech-language pathologists, and interested others.



**SL.3 Making Speech-Language Therapy Curriculum Relevant for School Speech-Language Pathologists**  
**Rita Humphreys, Ph.D.**

Length: 3 ½ hours

This presentation involves an understanding of how the California Curriculum Standards can be translated from the classroom into the therapy room, the importance of collaboration, and strategies for children with special needs that will facilitate academic success. The workshop is designed for teachers, speech-language pathologists, and interested others.



**SL.4 The Speech/Language Literacy Connection**  
**Kay Hamilton**

Length: 3 ½ hours

Participants of this workshop will develop an understanding of the relationship between speech/language therapy and literacy development. Content areas to be covered include reading (phonological and phonemic awareness; fluency; vocabulary and comprehension) and writing. Participants will explore intervention strategies that maximize speech/language remediation while supporting, facilitating and enhancing literacy skills and strategies related to classroom instruction aligned with grade level standards. This workshop is especially designed for Speech and Language Pathologists serving students in kindergarten through sixth grade.

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## MEDICAL ISSUES

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ALL NEW SERIES ON MEDICAL ISSUES!



NEW

### **ASK THE DOCTOR: Hot Topics in Medication For Children**

**Dr. Deborah Stewart** will present a series of seminars on research-based medical issues impacting education. Seminars will be held on a monthly basis from 4:00 to 5:30 PM at the Diagnostic Center. Topics will include the following:

**THURSDAYS: 4:00 to 5:30 P.M. \* videoconferencing available upon request**

#### **September 16, 2004: Kids and Medication: Understanding the Medications Our Children Are Taking**

Recent studies have pointed out that a large percentage of school age children are taking medications for mental health issues, as well as other common childhood illnesses such as colds, seizures, diabetes, and asthma. This presentation will give an overview of the types of medications children take, with special emphasis on the effects of the medications on their academic activities and behaviors, as well as any side effects which should be monitored.

#### **October 21, 2004: Medications and Autism: Current Status**

Children with autism who have behavioral and medical symptoms needing medical attention require highly specialized care. Medications used for behavior problems in other groups of children may have adverse effects on children with autism. Participants will review the current medical research on medications for children with autism who have related behavioral and/or medical problems.

#### **November 18, 2004: Child Abuse and Neglect: Effect on School Performance**

Increasing evidence indicates that early childhood abuse and neglect has a permanent and detrimental effect upon a child's developing brain. Research studies show that the major negative effects of all types of abuse are emotional and cognitive. This presentation will review current knowledge of the effects of abuse on school performance and appropriate approaches to the problem.

#### **December 16, 2004: Medical Management of Aggressive Behavior**

Much has been learned about the neurophysiology of aggression in children. It has been clear that aggression is a highly stable behavioral characteristic and when present in childhood, is highly predictive of later delinquent and antisocial behavior. Much recent child psychiatric research has concentrated in this area. This presentation will discuss the current status of medical management of aggression, as well as introduce a children's aggression scale. The scale may be used conjointly between teacher, parents, and physician to monitor medical and psychotherapy intervention.

## **ASK THE DOCTOR: Hot Topics in Medication For Children**

### **January 20, 2005: Kids and Prozac: What's the Real Story?**

The FDA has recently released a warning on the use of certain antidepressants in children and adolescents. Yet, psychiatrists and primary care physicians insist that the benefit of the use of such medications outweigh any possible risk. This presentation will emphasize the current controversy on the use of antidepressants in children and adolescents, as well as to review the warning signs of adverse side effects.

### **February 17, 2005: Recognizing Common Genetic Syndromes and their Implications in the Classroom**

The most common genetic syndromes seen in children will be discussed, with an emphasis on the morphologic and neurocognitive aspects of the syndrome. Local agencies which can offer assistance with these children will be highlighted.

### **March 17, 2005: Drugs and Alcohol: The Parents and the Kids**

Kids of substance abusing parents have a number of difficulties which often manifest themselves in the school setting. Learn how to recognize these difficulties and review current successful intervention programs for these children. In addition, substance abuse in junior high and high school children has remained a substantial problem through the years. Learn how to recognize problematic users, and review current thoughts on intervention strategies.

### **April 21, 2005: Medical Management of ADHD: Progress and Controversy**

There is a bewildering array of medications available for children and adolescents diagnosed with ADHD. This presentation will address the appropriate usage of ADHD medications, desired effects and side effects which may impact classroom performance. A classroom monitoring program will be demonstrated. The presentation will also address medical management of many of the comorbidities to ADHD – conduct disorder, depression, anxiety. Furthermore, the presentation will discuss current medical research on the relationship of ADHD and future substance use.

### **May 19, 2005: Traumatic Brain Injury in Childhood: How It Manifests In School Performance**

This presentation focuses on children with traumatic brain injuries – from early injuries (birth, abuse, trauma) to accidental trauma in older children. Learners will be exposed to information regarding the types of brain injury, the progression of neurologic recovery, the neurologic factors in the determination of outcomes, and the neurobehavioral effects of head injury on academic functioning. Learners will be exposed to strategies to assist in the recognition and classroom management of children with traumatic brain injuries.

**Contact Carole Bence to make arrangements for videoconferencing.**

# REGISTRATION

## To Schedule a training

- Review the training manual and select topics.
- Identify two or three potential training dates for each desired training.
- Identify the RCC or LEA contact person who will be responsible for coordinating the training with DCC.
- Contact Carole Bence at the Diagnostic Center to request trainings:

Email: [cbence@dcc-cde.ca.gov](mailto:cbence@dcc-cde.ca.gov) or phone 559/445-5982, ext. 213.

## Following confirmation of a training

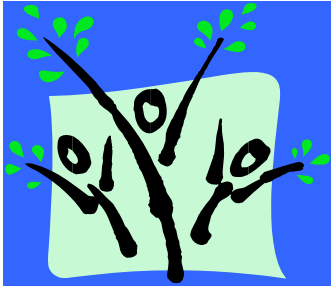
- Complete and return DCC Training Contract for each confirmed training (See next page for sample)
- Secure training site and arrange for room set-up.
- Create and disseminate flyer
- Provide for audio-visual and other equipment needs.
- Duplicate handout packets for all participants (coordinate with DCC Coordinator)
- Greet and register participants.
- Introduce presenter.
- Distribute and collect evaluation surveys.
- Distribute “Certification of Completion” at the end of training.

**Note:** While it is not required, a provision for lunch on-site for full-day trainings is appreciated. This provides an opportunity for participants to informally engage and ensures a timely resumption of the training after a lunch break.



Scheduled trainings are posted on [www.dcc-cde.ca.gov](http://www.dcc-cde.ca.gov).

If you wish to attend a training already scheduled, you should contact the hosting agency.



## Diagnostic Center Training Agreement

Sample document

The Diagnostic Center, Central California will provide (**Agency**) with (**presentation title**) on (**date/time**). The training will be provided by (**Presenter**). (**Agency**) will be responsible for the following:

- ✓ Assigning contact person
- ✓ Advertising the training
- ✓ Meeting the minimum attendance requirement (generally at least 20)
- ✓ Canceling the presentation if attendance requirement is not met two weeks prior to presentation date
- ✓ Securing the presentation site
- ✓ Arranging for refreshments and lunch (as appropriate)
- ✓ Arranging the room to presenter's specifications
- ✓ Delivering and setting up equipment
- ✓ Duplicating and distributing handout materials
- ✓ Greeting and registering participants
- ✓ Introducing presenter
- ✓ Distributing and collecting evaluation surveys
- ✓ Duplicating and distributing a "Certificate of Completion" for each participant

(**Agency**) agrees to the above and will ensure that the training room is available to the presenter at least one hour before the presentation.

Diagnostic Center Contact Person: Carole Bence

Phone: 559 / 445-5982

Email: [cbence@dcc-cde.ca.gov](mailto:cbence@dcc-cde.ca.gov)

RCC/LEA Administrator authorizing this agreement:

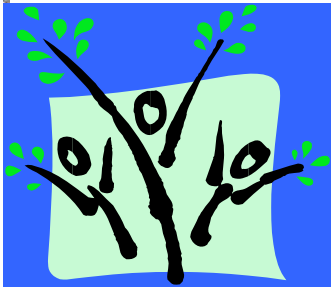
Name: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

*Please return this agreement as soon as possible to confirm this date.*

**Diagnostic Center, Central California**  
**Attention: Carole Bence, Assistant Director**  
**1818 West Ashlan Avenue**  
**Fresno, CA 93705 (559) 445-5982**



The Diagnostic Center, Central California presents:

**ASK THE DOCTOR: Hot Topics in Medication  
For Children**

**Deborah Stewart, M.D., Pediatrician**, will present a series of seminars on research-based medical issues impacting education. Seminars will be held on a monthly basis from 4:00 to 5:30 P.M. at the Diagnostic Center, Central California.

**REGISTRATION FORM**

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Agency: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Please check specific sessions you will attend:**

- ☐ September 16, 2004 Kids and Medication: Understanding the Medications  
Our Children Are Taking
- ☐ October 21, 2004 Medications and Autism: Current Status
- ☐ November 18, 2004 Child Abuse and Neglect: Effect on School Performance
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- ☐ April 21, 2005 Medical Management of ADHD: Progress and Controversy
- ☐ May 19, 2005 Traumatic Brain Injury in Childhood: How It Manifests in  
School Performance

Registration forms may be mailed, faxed, or e-mailed to:

Carole Bence, Diagnostic Center, Central CA  
1818 W. Ashlan  
Fresno, CA. 93705  
Fax: (559) 222-1673  
Email: [cbence@dcc-cde.ca.gov](mailto:cbence@dcc-cde.ca.gov)

Limited seating is available, so interested parties are encourage to register asap. Confirmation notification will be provided. Applicants who are unable to attend sessions of confirmed attendance are expected to notify the Diagnostic Center and/or arrange for an alternate individual to attend.